

Te Puke ō Taramainuku Kāhui Ako



“Ko te akoranga e kore e mimiti”
Learning without limits



This is a working document that we expect will change and evolve as we work towards strengthening the pathway that our Kāhui Ako will be traveling on.

Our journey will be a collective one with contributions from all within our learning community, respectful of all cultures and individual beliefs.

We will maintain the integrity and purpose of our partnership with the Tiriti of Waitangi and the unique and special aspect of Te Ao Māori.

TABLE OF CONTENTS

1. Introduction

- Our Kāhui Ako
- Our Schools
- Vision, Mission and Values
- Sharing our Journey
- Our Kāhui Ako Structure for Collaboration

2. Achievement Challenge

1. High Level Plan
2. Academic Challenges/Student Voice
3. Change levers / Key drivers
4. Our Process Targets: The 'How'
5. Our Learning Areas: The 'What'
6. Learning Support
7. Community Connections
8. Inquiry Methods
9. Monitoring and evaluation
10. Kāhui Ako Learning Development
11. Reporting
12. Appendix

1. Introduction Our Kāhui Ako: Our journey

During Term 2 of 2017 Ministry of Education staff presented to the Otara Principals Association information about Kāhui Ako (Community of Learning). The opportunity was afforded Principal's to share this information with their Board of Trustees and to decide if being part of a Kāhui Ako was something that they wanted to do.

Initial discussions for a possible Kāhui Ako (Community of Learning) took place in Term 3 of 2017 at Flat Bush School with those schools who had made an indication of interest.

Principals' from Flat Bush, Tangaroa College, Rongomai and Ferguson Intermediate attended with the school's Ministry of Education Senior Advisor and Lead Education Advisor.

Plans were made for a Kāhui Ako information evening for all school's Board of Trustees. This meeting took place at Tangaroa College with input from the Lead Education Advisor and other Ministry staff.

Following this meeting each school indicated they would like to join a Kāhui Ako, this was communicated to the Ministry and the Tangaroa Kāhui Ako was created. In Term 1, 2018 the Lead Principal role was advertised and filled.

In Terms 2 and 3 of 2018 members of our Kāhui Ako met, initially the four Principals and then a wider group encompassing each school's Senior Management teams. The meetings enabled us to identify the purpose for our Kāhui Ako, our Vision and Mission Statement.

In Term 2 we confirmed our Expert Partner, Dr Jan Robertson.

During Term 3, 2018 the name of the Kāhui Ako officially changed from '**Tangaroa**' to '**Te Puke ō Taramainuku Kāhui Ako**' with the full endorsement and support of our kaumatua Te Teira Rawiri. As shared by Te Teira; ***"Te Puke ō Taramainuku was one of two taniwha who lived in the Manukau Harbour. He provided support and protection for the Tainui waka when it crossed Te Tō Waka between the Tamaki River and the Manukau Harbour. Te Puke ō Taramainuku escorted the waka until it reached its final destination at Kawhia"***. Therefore, our Kāhui Ako carries a name that is representative of support, protection and guidance for all of our students, their whanau and each member of our learning community.

At the end of Term 3 we had identified the key themes and challenges through a process of collaborative sense-making of school's achievement data. We would be focused on Academic challenges in *Writing and Mathematics* with process targets in *learner agency, well being, Science and student retention*. In Term 3, 2018 the decision was made for our process target of *Science* to be extended out to encompass the *STEM* subject areas, i.e. *Technology, Engineering and Mathematics*.

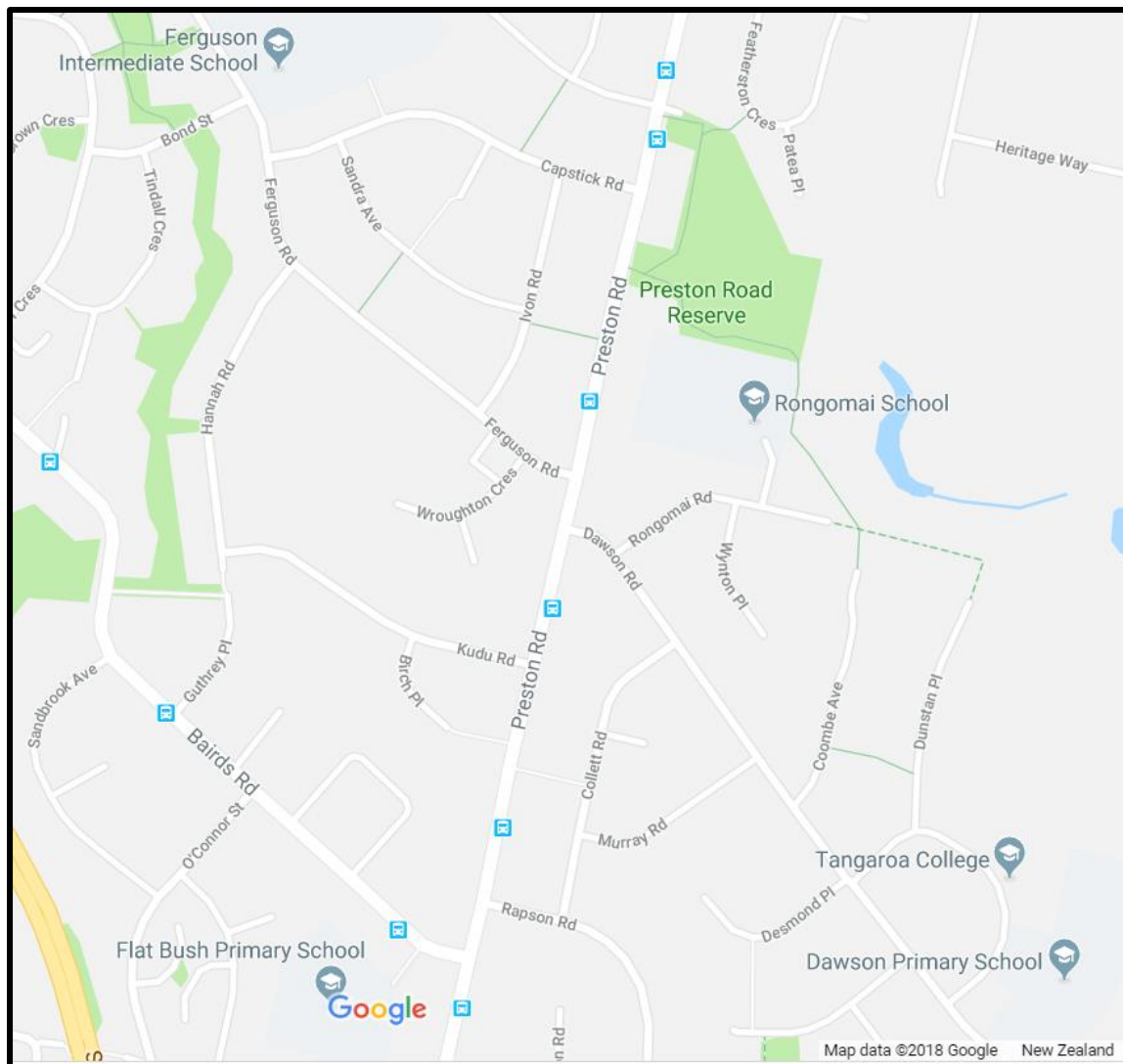
Our Schools and Early Learning Services



FERGUSON
INTERMEDIATE SCHOOL



FLAT BUSH



The Schools and Early Learning Services in the Te Puke ō Taramainuku Kāhui Ako are located within a 5km radius of each other. Geographically we are close and the pathway that our students traditionally follow is from the end of Year 6 to Ferguson Intermediate and then from Year 9 to Tangaroa College.



Flat Bush Kindergarten





Flat Bush is a decile 1 school in Otara, Manukau City, established in 1964. The school has a roll of between 440-460 students.

Our Vision for '**kia angitu tātou katoa**' which translates to Success for all. Flat Bush School's Values are:

- **Tū pono:** we know who we are
- **Arohatia:** we encourage others
- **Atawhai:** we halep others
- **Mahi Ngatahi:** we work as a team
- **Manaakitanga:** we care about others
- **Whakawhanaungatanga:** we work for each other

We serve a predominantly Pasifika Maori community, with a significant number of English language learners.

We have engaged the support of our local Early Childhood Centres, and continue to be involved in the Working Together programme as a means of improving participation in Early learning.

Our children come from a variety of Pacific backgrounds and Iwi. In 2018 our specialist classes included three Samoan Focus classes, 12 e-learning classes, a Maori focus class (Nga Manaakitanga), the Garden to Table Programme, specialist art classes and specialist drumming classes for all year levels as well as Kapahaka lessons for Nga Manaakitanga.

Our school includes a satellite unit from Mt Richmond Special School consisting of two classrooms. This was completely refurbished in 2017.

We have close links to our local kindergarten which borders our school grounds. In 2019 we will be operating within 3 learning teams with each team consisting of six classrooms.



Tangaroa College is committed to meeting the educational aspirations and needs of all students. There are strong links to the community's other educational establishments. The school continues to forge and build on partnerships with tertiary and industry organisations (eg, the Health Science Academy partnership with Counties Manukau District Health Board) so that students can be supported in their pathway to continued education and employment.

Tangaroa College is a state co-educational secondary school catering for students from years 9 to 13. The school is located in the Otara suburb of Manukau City some 25 kilometres from downtown Auckland. The College opened in 1976.

It grew rapidly from a roll of 450 students in 2002 to a roll of 1050 students in 2011. The roll of this multi-ethnic college has: 80% Pacific Islands students (Samoan 45%, Cook Island Maori 21%, Tongan 14%), 12% Māori, 2% Indian and 6 % other. The school roll remains around 1050 which is near our desired upper limit as this size enables us to provide a wide range of curricula options as well as maintain a strong one-on-one focus on assisting students to plan and achieve their learning goals.

The student population is a reflection of the local community. It contains very vibrant communities, strong in Maori and Pasifika values, proud of their cultural heritage and expecting quality learning outcomes for their children. The college reinforces these values and reflects the community's wishes that all cultures are positively affirmed in the school and all students receive a well rounded education. The school is an exciting, innovative organisation; it prides itself on the opportunities and support it gives the students.

The curriculum programmes are based on the needs of the students and the quality staff has high expectations for student success. The curriculum programmes are supported by a wide range of cultural and sporting activities.



Rongomai School has a proud, rich heritage. Rongomai, was a chief on the Mahuhu canoe. His whanau settled in Kaipara around 1225. Legend has it that around 1350 his canoe came to rest near our site on the East Tamaki estuary.

VISION

Whaia te iti kahurangi, ki tūohu koe, me he māunga teitei.
Aspire to the greatest heights, should you bow, be it to a lofty mountain

MISSION STATEMENT

Empowered to take risks, determined to succeed

VALUES

- R** – Respect
- I** – Integrity
- C** – Courage
- H** – Heritage

The Rongomai School Community is inquisitive, reflective and aims to fully utilise the values that underpin what we do and why we do it (what is important to us) so that we can be successful academically, socially, culturally and also be competent in anything we choose to do.

This means that we identify who we are, being more aware of Māori and Pacific cultures, having the opportunities to celebrate these, having a strong sense of our cultural identity.



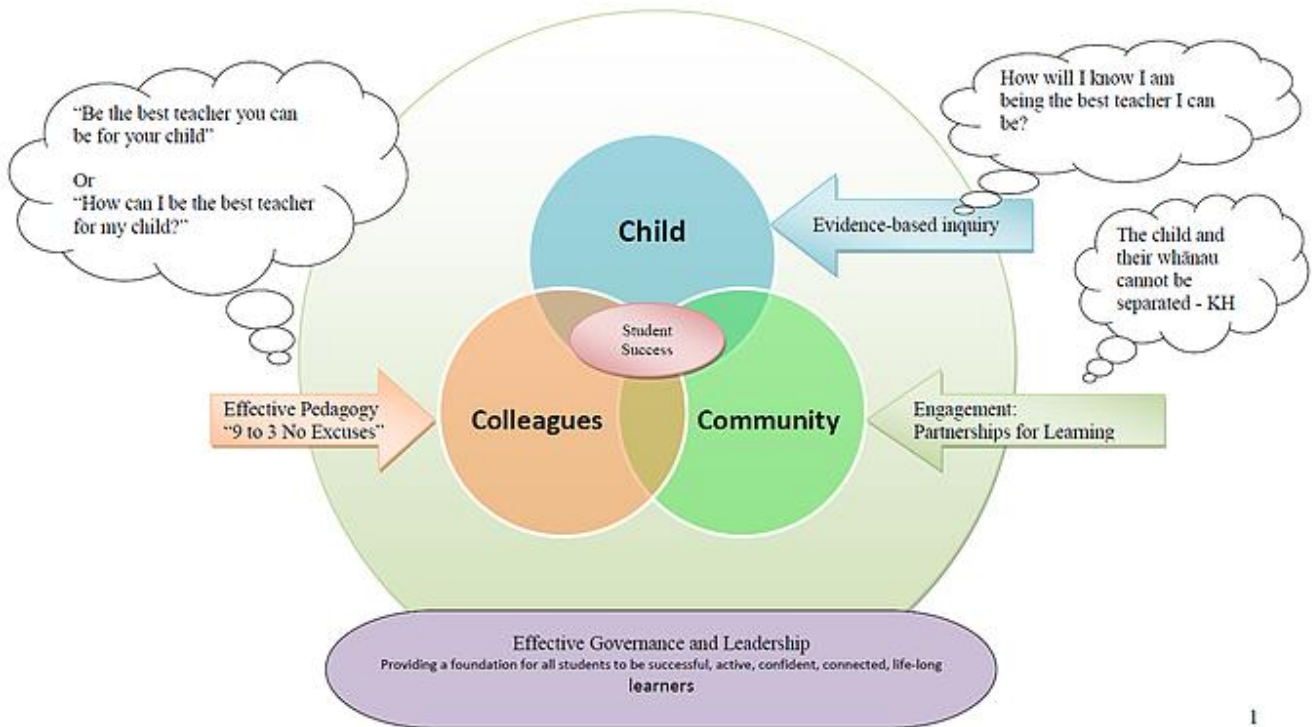
Ferguson Intermediate

Mission Statement

Ferguson acknowledges that Education is the Key to the future.

Mahi Tahī - meaning 'working together'

Ferguson Intermediate – What is “most” important to us as we strive to achieve our Vision.



Ferguson Intermediate, Otago caters for students from Years 7 to 8. The roll of close to 450 students comprises approximately 23 percent Māori students, 45 percent Samoan and a further 32 percent made up of Tongan, Niuean, Pākehā and other students.



Flat Bush Kindergarten

Our kindergarten has a professional, qualified teaching team with a passion for providing early childhood education in Flat Bush. Teachers work alongside the children and develop their individual interests and strengths, providing quality learning and growth opportunities for our precious little ones.

Inclusivity is a focus here, and diversity of all kinds is celebrated and valued. We believe that each person is unique and that we can embrace those differences as a way to learn from each other and about ourselves. A creative and innovative curriculum is a key factor in the kindergarten experience.

Whanau plays a very important role in the learning of our children, and we encourage family and community involvement in our programmes. We follow the New Zealand Early Childhood Curriculum, Te Whāriki. This is based around five principles of learning: wellbeing (mana atua) belonging (mana whenua), contribution (mana tangata), communication (mana reo) and exploration (mana aoturoa).



Sathya Sai preschool- Rongomai

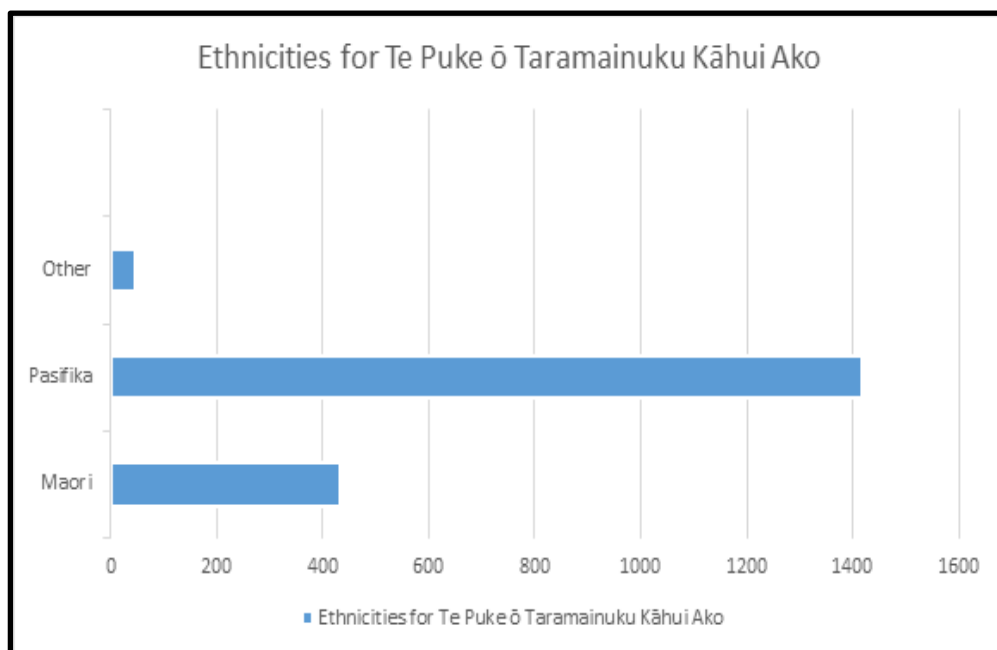
Sathya Sai Preschool - Rongomai, offers free early childhood education and care for up to 40 children from 2 to 5 years old. Most of the children who attend identify as Māori or Pacific.

The centre is located on the grounds of Rongomai School and is owned and operated by the Sathya Sai Values Education & Services Trust (New Zealand). The management committee is accountable to the trust's national governance board.

The centre's philosophy is founded on the values of right conduct, peace, truth, love and nonviolence. Teachers aim to model these values in their practice. The philosophy acknowledges the unique place of tangata whenua and the centre's role in supporting children to be proud of their heritage.

Who are our learners? (source as at 1.07.18)

Number of students	Māori	Pasifika	Other	Total
Flat Bush School	87	340	6	433
Ferguson Intermediate	113	340	11	464
Rongomai	77	103	3	183
Tangaroa College	149	631	24	804
Tangaroa College Teen Parent Unit	8	4	1	13
Total number of students	434	1418	45	1897



Our Vision, Mission and Values

Vision Statement

Our Vision was created over a series of sessions that involved Principals, Deputy Principals, Associate Principals, BOT members, teachers, support staff our students and community having the opportunity to have input into what this vision would be.

Through this collective voice an underlying theme was clear, our Te Puke ō Taramainuku Kāhui Ako would be delivered as a platform that would build on the work already done and...

“ to continue to have an inclusive community, that evokes and enables lifelong learning ”

“learning without limits”



Inclusive:

- all stakeholders, students, staff, whanau, local community, Community groups/organisations, tangata whenua (points of view are respected and valued)

What is a community?

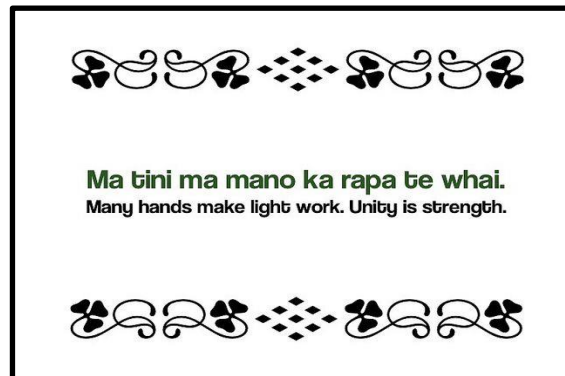
- everyone, students, staff, tangata whenua, whanau, businesses, supporters of the school

Evokes:

- draws on our own identity/who we are/knowning who we are/culture, identity, language, Pride in who we are and where we are from

Lifelong learning:

- being successful into the future, having the knowledge and skills to achieve, being happy
- Being able to overcome challenges that come into their lives and having the skills to overcome them (resilience)



From the formative conversations related to forming a Kāhui Ako a very valuable attribute has been evident. That attribute is the strong relational trust that exists between the Principals of the four schools that displayed an indication of interest. These positive relationships enabled the Kāhui Ako to be formed upon a strong foundation.

From initial meetings with Principals and Ministry personnel, to the combined Board of Trustees meeting at the end of 2017 the focus has been on improving learning outcomes for the students in our schools.

This is aligned with Michael Fullan's referral of the '**moral compass**' that leaders need to have when leading change. Our collective compass is pointed towards our students utilising education as an instrument of change. This change ultimately resulting in an improved quality of life for themselves and their whānau/aiga/anau/...

With our 'why' firmly established our Kāhui Ako moved into a new space and we began to investigate into the common achievement threads that were challenging in our schools. The support and encouragement that each school's Board of Trustees have given to the Kāhui Ako has been an added bonus.

As we have progressed our meetings have included members of our school's Senior Management Teams, these have included our Associate and Deputy Principals. The increasing size of our group has transitioned well, a result of the unity that the Principals have shown for each other and the shared belief in the purpose of our Kāhui Ako.

Through meeting regularly and using this time effectively we have established our Academic Challenges and Process Targets.

STRUCTURE FOR COLLABORATION



Bronfenbrenner's (1979) Ecological framework encourages us to look deeply into the interconnectedness that exists in our learners' lives.

Our structure for collaboration places our School Communities central to those factors that influence and impact on learner outcomes. As our learners move through different stages of their educational pathway they require the support and guidance of all.

HIGH LEVEL PLAN

We will make a difference to the achievement of our learners if we work collaboratively with our community in ways that are authentic, robust and focus on learning partnerships.

Building a local curriculum for our Kāhui Ako

Collaboration within our Kāhui Ako will enable us to develop a local curriculum that will support learning programmes across all sectors. A local curriculum is the curriculum delivered by a school/kura/Kahui Ako within the broad framework of the NZ Curriculum, but reflecting the principles, values, competencies, and learning contexts identified by schools and their local community to provide authentic learning pathways for their ākonga. We will be empowering our learners through gaining an insight into how learning can take place beyond our individual centres and schools. A rich tapestry of experiences will be threaded together, making the most effective use of local resources, powered by the expectations and vision of our community for their child's learning journey. Our local curriculum will engage all stakeholders and solidify our partnership with local iwi.

Our Kāhui Ako will maximise the resources available [Local Curriculum Design](#). We will appoint an Across School Leader to drive this initiative. Their role will include the unpacking of the four tools and to facilitate our curriculum communities to engage in robust conversations about what our local curriculum will be for all of our learners. Support via Coaching and Mentoring for our ASL/WSL will be provided by our Expert Partner Dr Jan Robertson and our Ministry personnel.

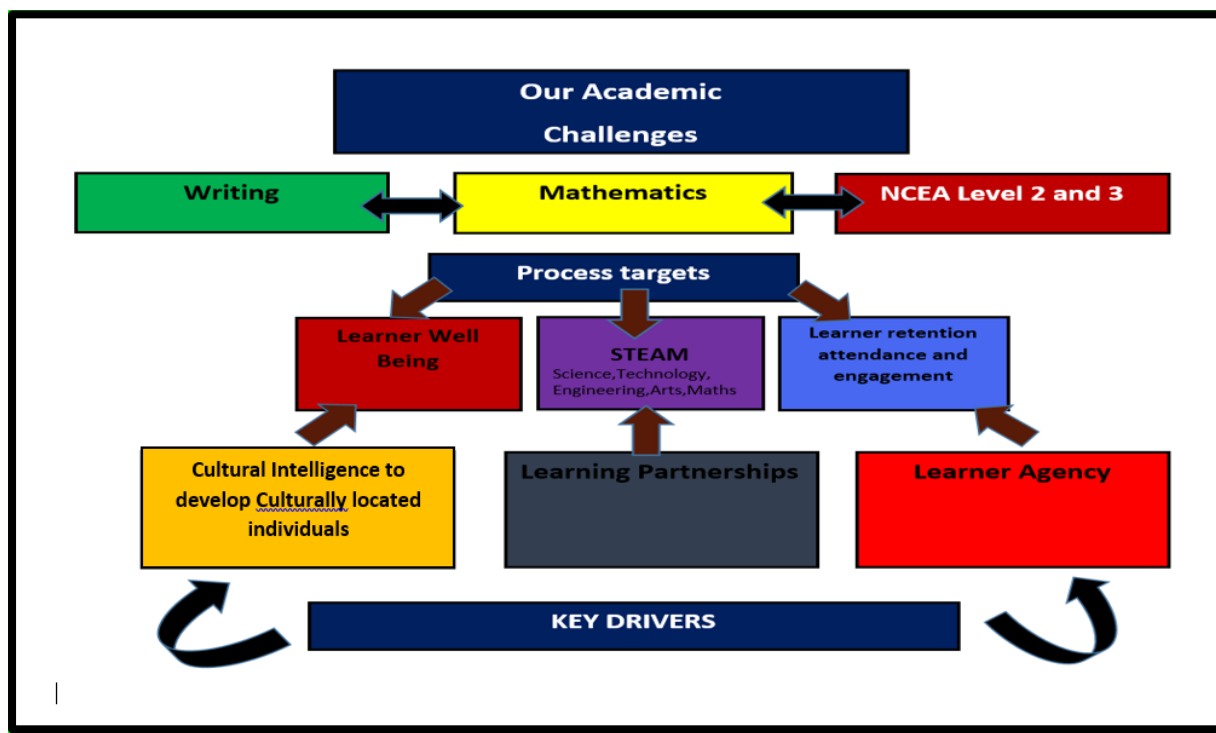
Collaborative Inquiry tool – we will use this tool to set out a digital system for establishing strategic focus areas, developing inquiry proposals, monitoring progress, and sharing findings. It will help us to contextualise more effectively the wide variation in approach to teaching and outcomes, and help with responses to both challenges teachers are facing, as well as excellent teaching practice that should be exemplified.

Relationships for Learning tool - this tool will support our Kāhui Ako to bring into focus the relationships that our learning centre has with its surrounding community. It will help us to identify our key people and groups

Coherent Pathways tool - this tool is about learner continuity – it will help our Kāhui Ako ensure that learners experience as smooth a transition as possible as they move from early childhood through to the end of their secondary schooling.

Rich Learning Opportunities tool - we will use this tool to utilise our Ōtara environment and the relationships that contribute to this environment, to design meaningful learning opportunities and work out what capabilities we want to prioritise. It will enable us to design opportunities for our learners to contribute to our community in ways that build on and strengthen both community and

Academic Challenges



Student Voice

In October, 2018 we invited a group of learners from each of our schools to be part of a 'Think tank.' Learners were asked to answer these questions:

- *What is good learning for you?*
- *What capabilities and understandings do you need to be successful in the future?*
- *How do you know you have learned something/what helped make that happen?*
- *In writing/maths what has it helped you to make progress with your learning?*
- *What makes a good teacher?*

Our learners demonstrated a positive attitude towards their learning and a disposition to be challenged. Their responses to the questions relating to future focused learning exhibited an awareness of the speed at which the modern world changes. They also shared how working in groups was preferred and that they wanted teachers to extend them in their learning. Our learners also commented on how they liked getting feedback from their teachers, and being able to use this feedback to help them learn more.

Student responses can be read at by following these links

[Student responses Team 1](#) [Student responses Team](#)

Change levers

The following three drivers and theories of improvement underpin our thinking and actions, and are the interconnecting constructs of our model of practice. Each of our schools comes with a set of beliefs about pedagogy that they have developed collaboratively, encompassing their charter and understanding of their student achievement data. The shift in teacher practice will be enhanced and inspired by these drivers.



<p>Change Levers / key drivers: <i>What will make a difference?</i></p>	<p>Cultural Intelligence to develop Culturally located individuals</p> <p><i>Me aro ki te hā o te ākonga</i> <i>Be responsive to all students' learning, identities, and well-being</i></p>	<p>Learning Partnerships</p> <p><i>Whakatere hono ākonga torokaha, ākonga tū kaha</i> <i>Activate educationally powerful connections to learners' knowledge, experiences, identities, families, whānau, iwi, and communities</i></p>	<p>Learner Agency</p> <p><i>Takina te wānanga</i> <i>Promote thoughtful learning strategies, thoughtful discourse, and student self-regulation</i></p>
<p>What does this mean?</p> <p>We believe:</p>	<p>All learners culture and identity are embraced and respected through our pedagogy. Accepting, acknowledging, empowering, embracing and knowing our own and our student's culture/whānau and heritage.</p> <p>Tapasā states that educational success is achieved when teachers; - <i>recognise and build on what Pasifika learners, their parents, families and communities already understand value and what they know (p.3)</i></p> <p>Tataiako shares that high quality teaching is most influential on outcomes when strong relationships are formed</p>	<p>Strong relationships with all learners and their whanau. "Effective schools use their internal collaborative strength to seek out relationships with the community. They see parents more as part of the solution than as part of the problem. They pursue programmes and activities that are based on -capacity building in order to mobilize the resources of both the community and the school in the service of learning." (Fullan 2000)</p>	<p>Our learners have a sense of agency when they feel they are in control of their learning. It is critical they are scaffolded to develop the capacity to engage strategically in their learning without waiting to be directed. Learner ownership of and responsibility for their learning are cornerstones of a 21st century learner. Agency is underpinned by self-regulation, the understanding that it is interdependent and is</p>

	<p>between teachers and students and whānau. These relationships need to be genuine to have effective teaching and learning to occur.</p>		<p>mediated by the sociocultural context of the classroom (Wenmoth, D., 2014). For this to happen the learner needs support to build the capacity to shape their learning without the over-reliance on direction and control from others.</p>
<p>Rationale</p>	<p>Greater involvement and engagement from whānau as they identify the value we have placed on their culture and heritage.</p> <p>Harker(1990) discusses the concept of Cultural Capital (Pierre Bourdieu) and that systemic failing of certain cultures can be addressed through acknowledgement and value of the cultural capital students bring with them.</p>	<p>Effective teaching, evidence-based data, and a tailored approach to the way we share data with whānau will all make for meaningful impacts on our student’s achievement. Best Evidence Synthesis</p>	<p>We have chosen learner agency because we want to develop the culture of ako across our schools. Central within this is the development of Tino-Rangatiratanga, Self Determination as a key skill in the dynamic global landscape our students are navigating. When learners move from being passive recipients to being much more active in the learning process and more actively involved in the decisions about the learning, then they have greater agency.</p>
<p>What does research say?</p>	<p>MOE publications Tātaiako and Tapasā both outline that the whānau, iwi and wider communities are vital foundations for effective teaching and that learning honours our learners culture and heritage. These threads are evident in Bishop & Glen (1999) Culture Counts book.</p>	<p>The 2008 Ministry publication Successful Home Partnerships shares that parental involvement in education is a good thing. Timperley and Robinson (2002) states; <i>“The success of partnerships depends on how well the partners integrate the relationship and task dimensions to work together and learn from each other.”</i></p>	<p>Learners in our Kāhui Ako who have learner agency will have a greater ability to navigate the width and breadth of our curriculum and take advantage of all opportunities afforded to them. As Derek Wenmoth outlines Learner Agency students are more involved in the learning process and actively in decisions based within their learning.</p>

<p>Goals</p>	<p>Design a Local Curriculum that reflects, incorporates and integrates learner’s cultural intelligence, language and identity across our Kāhui Ako</p> <p>Strengthen the capability of our school community (Leaders, teachers and learners) to be inclusive of Te Ao Māori practices and Pacific methodologies.</p>	<p>Whānau attendance to school wide events is at or above 80% as we recognise the importance, influence and positive impact of whanau engagement has on our student’s learning,</p> <p>Collaborate with local organisations, business and industries to support student learning and the development of knowledge, competencies and capabilities useful both in work and life and to support business and local economic growth.</p>	<p>We will increase students’ opportunities to develop and exercise agency and their rating of their own exercise of agency in learning</p> <p>Teachers provides learners with experiences that involve setting goals, within meaningful contexts (culturally appropriate)</p>
<p>High level actions</p>	<p><u>Rich Learning opportunities</u> Develop a shared definition and understanding of Maori and Pacific success across our Kāhui Ako</p> <ul style="list-style-type: none"> ● Develop indicators to harness cultural intelligence. ● Partner with Iwi and Pacific leaders to develop cultural indicators. ● Strengthen leadership and teacher capability in Pacific ethnic-specific competencies and pedagogy across the pathway. 	<p><u>Learning Partnerships</u> that seek to accelerate learning progress and achievement for learners across our Kāhui Ako.</p> <p>To ensure our parents, whānau and akonga have a voice we will:</p> <ul style="list-style-type: none"> ● Gather student voice to ascertain what successfully supports their learning in target areas. ● Provide regular hui/fono to enable parents/whānau to share their ideas and opinions. ● Develop connections with local Industries and other external agencies e.g. District Health Board for the holistic development of our learners. ● Use a variety of means to share information about our Community of Learning with parents/whānau and seek their views on the targets and how best to work towards them. 	<p>Collaborative Student Inquiry model adapted by all schools in our Te Puke ō Taramainuku pathway <u>LCDT</u> To Develop a shared Language of Learning being spoken by learners, teachers and whānau across our Te Puke ō Taramainuku Kāhui Ako</p> <p>School community (leaders, teachers and students) will identify and develop change leadership practices to create the conditions and culture to support and foster learner agency across Kāhui Ako.</p>

		<ul style="list-style-type: none"> ● Use digital resources to regularly report to parents on the progress of their child’s achievements in relation to national targets. ● Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards targets. 	
<p>Evaluation</p> <p><i>Evidence of impact of our actions</i></p>	<p>Local Curriculum designed for our Te Puke ō Taramainuku Kāhui Ako representative of our learner’s cultural intelligence, language and identity.</p> <p>Graduate Profile of a learner in our Kāhui Ako from 0-24 years created and used to track all learner’s progress and achievement.</p> <p>Use qualitative and quantitative data collected through, learner, teacher and whānau voice.</p>	<p>Learning partnerships implemented across our Kāhui Ako, supporting learners and whānau in accelerating achievement.</p> <p>Mid and End of Year reporting on these partnerships is shared with our community as needed or requested.</p>	<p>Learners in the Te Puke ō Taramainuku Kāhui Ako are agentic architects of their learning.</p> <p>Teachers within our Kāhui Ako have shifted the locus of control from being driven to one of collaboration between the learner and the teacher.</p>

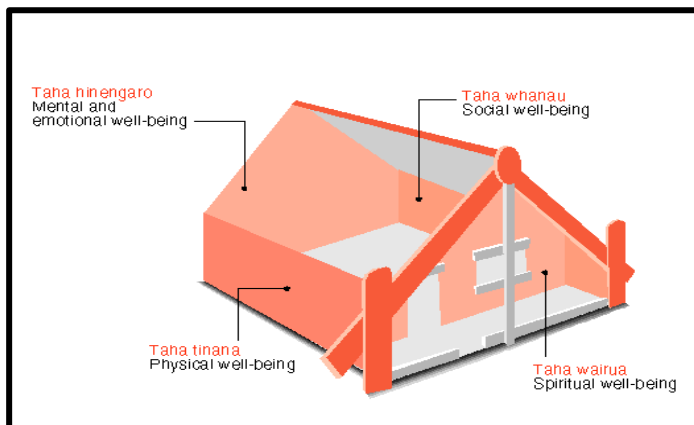
Process targets

1. Learner [Well being](#) (Years 0-13)
2. [STEAM](#) (Years 0-13)
3. Retention - Attendance and engagement / transition (Years 0-13)

Process Target	<u>Learner Well-being</u>
<p>What does this mean?</p> <p>Shared description and understanding</p>	<p>Wellbeing is a multi-dimensional construct. At its simplest it is often described as ‘feeling good and functioning well’ (Huppert and So, 2009). Every school has the capacity to ensure that all learners feel good and function well. Evidence from the Best Evidence Synthesis indicates that learners are increasingly engaged and motivated when their teachers value them as individuals. Learners feel they are valued, safe (physical, spiritual, emotional), confident, connected (included) when their culture, their identity, language, background and strengths are acknowledged.</p> <p>Our New Zealand Curriculum acknowledges the importance of strong teacher/ learner/ whanau connections. This is outlined in the effective pedagogy section which states, “students learn best when they enjoy positive relationships with their fellow students and teachers”</p> <p>Tapasā states that educational success is achieved when teachers; recognise and build on what Pasifika learners, their parents, families and communities already understand value and what they know (p.3)</p>
<p>Rationale</p>	<p>Vision for learners in our te Puke ō Taramainuku Kāhui Ako</p> <p>How will this benefit our learners and whānau?</p> <p>Happy, safe tamariki who are positive, have a strong sense of identity and belonging, and connect well with others achieve high levels of student success. In order for our students to be active, engaged learners they need to be thriving physically, spiritually, socially, and emotionally, therefore we want to strengthen our Kāhui Ako students wellbeing so they are able to cope in a world that is rapidly changing. They will be encouraged to function and flourish in a non-Māori or Pacific world without any loss of their own culture or identity. Wellbeing is fundamental and central to the vision, values and principles of the New Zealand Curriculum and Te Whāriki. If our young people are to be confident, connected, actively-involved lifelong learners, they need to feel happy and secure.</p>

What does research say?

This health model was developed by Prof Mason Durie. This Māori philosophy towards health is based on a wellness or holistic health model.



Seeing health as a four-sided concept representing four basic beliefs of life. We come back to Otara to give back to our community - our whānau our aiga. Relationships are central to all interaction and we reject perceived ideas about Otara and reject any potential deficit thinking- **mana is important.**



The [Fonofale](#) model was created by Fuimaono Karl Pulotu-Endemann as a Pacific Island model of health for use in the Aotearoa New Zealand context. Although originally designed for Pacific people, this model can be applied across cultures, as it can help us to understand and support people in a holistic, safe and effective manner.

Goal / Targets

By 2019 Kāhui Ako leaders and teachers will have identified an appropriate methodology to collect data on well-being.

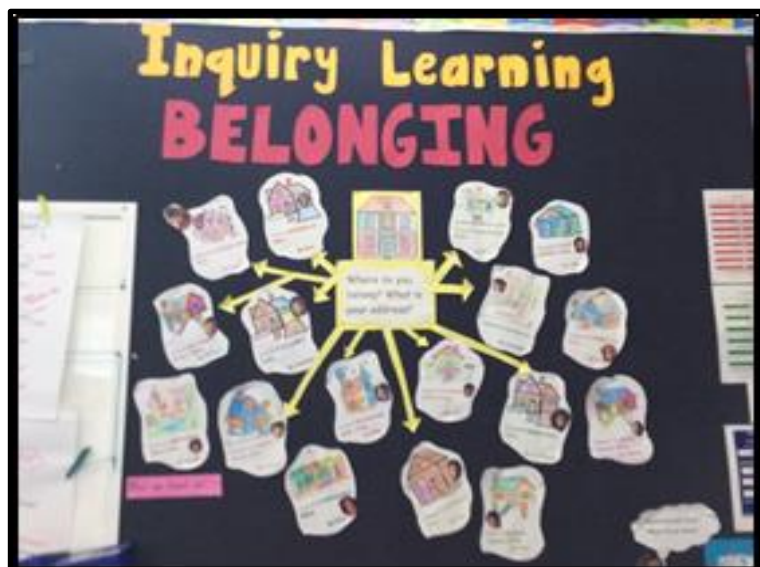
- This will include using the Well Being at School tool to gather student voice on how safe and cared for they feel they are at school.
<https://www.wellbeingatschool.org.nz/ws-surveystools>
- We will explore current practices around effective Well Being practices.
- To measure whether we have 80% of our community of schools healthy we need to have a combination of quantitative and qualitative data to decide whether what we are doing is making a difference to the wellbeing of our students across the community.

<p>Actions</p>	<ul style="list-style-type: none"> ● NZCER student well-being survey/focus groups to complete tools ● Identify programmes and practice that contribute to wellbeing in our Kāhui Ako and the wider Ōtara community ● Connect with external health agencies about learner wellbeing ● Investigate ways to share and sustain good practice through our Local Curriculum Design ● Ongoing review of school culture that improves wellbeing for students ● Enhancing the mana of every child through MASAM (Māori Achieving Successful as Māori) practices - culturally responsive pedagogies, identity, language, culture, acceleration of equity, excellence and belonging
<p>Monitoring and Evaluating: Evidence of impact of our actions</p>	<ul style="list-style-type: none"> ● Surveys (Student Well Being) ● Talanoa - with whānau, between teacher/ learner, whānau/teacher/learner ● Student Attendance data across the Kāhui Ako is another source of information that we will use to assess impact.



Process Target	STEAM: Science, Technology, Engineering, Arts, Mathematics
What does this mean? Shared description	<p>STEAM is an educational approach to learning and curriculum design that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. STEAM gives the opportunity for students to be creative, critical thinkers and flexible problem solvers, to explore different ideas, to recognise setbacks in learning as opportunities for discovery and to effectively communicate and work with others. In Primary years it will be an area that is covered in student inquiry. In our student's Intermediate schooling we want it as a specialist programme that learners go to weekly to the one specialist person. We intend to see a shift from topics to focusing on capabilities ie: observations, data gathering etc</p> <p>We intend to spark an interest in the STEAM subjects from Early Childhood to Secondary with the intention that these subjects will be part of learner pathways and influence the choices they make beyond High School.</p> <div data-bbox="454 884 1540 1243" style="text-align: center;"> <p>Age 0-5 yrs INTRODUCE</p> <p>Years 1-8 IGNITE</p> <p>Years 9-13 INSPIRE</p> <p>Beyond Yr 13 INFLUENCE</p> </div>
Rationale	<p>How will this benefit our learners and whānau?</p> <p>80% of jobs in the next 5 years will require an understanding of the content and concepts of STEAM. Global skill shortages in STEAM-related fields are redefining educational priorities. Schools are starting STEAM-based learning programmes to equip students with the skills and knowledge needed to thrive in the 21st century. STEAM learning will not only produce tomorrow's designers and engineers; it will develop innovative mindsets and the ability to problem-solve, ensuring that our students become creators of technology, not just passive consumers.</p> <p>We want our learners to be creative, flexible problem solvers, adaptive learners possessing and using, critical reasoning.</p> <p>The skills/capabilities are just as important as the inquiry/topic. With employers looking for those who possess so called soft skills' Importance of Soft Skills we have a role to play in preparing our learners with these skill sets.</p>
Goal / Targets	<ul style="list-style-type: none"> ● Develop a local curriculum that reflects STEAM concepts and competencies, community partnership and authentic learning. (Curriculum design tools) ● Developing assessment literacy practices related to key competencies / learning dispositions

<p>Actions</p>	<ul style="list-style-type: none"> ● Engage in learning opportunities within our local community harnessing the wealth of knowledge within the community Otara STEAM Expo ● Explore Local curriculum tool to develop local curriculum https://curriculumtool.education.govt.nz/ ● Inquiring into current practices in all centres and schools ● Use the Digital Technology curriculum to enhance teaching and learning ● To expose our learners to rich learning opportunities/experiences as part of a changing world Otara STEAM Expo
<p>Monitoring and Evaluating: Evidence of impact of our actions</p>	<ul style="list-style-type: none"> ● Collate community voice ● Collect Student Voice from all year levels ● What do you value and need to consider? ● Identifying key themes will be a platform to design our local curriculum



Process Target	Student Retention/ Transition Student attendance and engagement
What does this mean? Shared description	<p>Student retention and transition are linked, if the pathway for education is clear and concise we have a better chance of retaining our students.</p> <p>The term ‘chance’ is used as schools have no influence or impact on the societal issues that occur outside of our gates. However, in partnership with external agencies we can play a role in improving attendance and retention from Early Childhood to Tertiary education. In our Kāhui Ako pastoral care is paramount, caring for our learners basic needs e.g. food/clothing/stationery etc is the norm not the exception.</p> <p>Transition Movement between year levels e.g. ECE- Primary- Int-Secondary-Tertiary Aim to be seamless and supportive; promote our local schools so that students are staying in our community. Part of this seamlessness is the ability to sharing of information between all centres and schools. For learners moving within our Kāhui Ako it means making considerations for their social and emotional well being as they move from environment to another. It will also involve external agencies staying connected with each learner as they make a move into a new setting.</p> <p>Attendance We cannot have an impact on learners if they are not attending. We have a Kāhui Ako wide pattern of overall attendance being lower than Ministry of Education targets (94%).</p> <p>Engagement Collectively we recognise the importance in knowing our learners, who they are and the unique series of skills and strengths that they each possess. We also realise that there are real issues and challenges that they encounter, our role is to provide experiences that triggers interest, enthusiasm and motivation towards their learning.</p>
Rationale Why do we want to focus on retention, transitioning, attendance and engagement?	<p>How will this benefit our learners and whānau</p> <ul style="list-style-type: none"> ● We want all learners from within our community to attend school regularly and to be successful at all transition points. ● Through engagement with learner and whānau we will be strengthening our Ōtara community ● By being successful in education our learners will be able to experience a positive quality of life ● In Auckland the cost of housing has increased between 4-5% annually over the past three years. This has an impact on learner education as whānau move to more affordable housing, often impacting on our learner’s attendance, engagement, transitioning and ability to stay in their current school
Goal / Targets	<ul style="list-style-type: none"> ● Learner attendance in all centres and schools is above 85% ● Our learners accessing educational opportunities from within our Kahui Ako from ECE- Tertiary ● Develop systems and processes to support a seamless transition across our Kāhui Ako

	<ul style="list-style-type: none"> ● Build a cohesive pathway (learning/pastoral) that works alongside the local curriculum design.
Actions	<ul style="list-style-type: none"> ● Creation of a Te Puke ō Taramainuku Graduate Profile from Year 0-24 years. Contextualise real authentic learning that supports learners' aspirations. ● Kāhui Ako wide partnership discussion groups: what works/remove the disconnect between different spaces E.g. Primary schools want learners ready for school in an academic sense. ● Curriculum evenings to be Kāhui Ako themed rather than individual centres or schools. Streamline more efficiently events across the Kāhui Ako as a means to maximise whānau engagement and participation. ● Acknowledge and celebrate all learners achievements across the Kāhui Ako. Promote our success stories, eliminate negative discourse. Community is changing and academic success is happening and to have this permeate across our Kāhui Ako. ● Share across the Kāhui Ako expertise that we currently have e.g. Etap: Attendance/Liaison Officer (Flat Bush School).
Monitoring and Evaluating: Evidence of impact of our actions	<ul style="list-style-type: none"> ● <i>Attendance data Mid Year/End of Year</i> ● <i>Whānau attendance to school events</i> ● <i>Consultation meetings</i> ● <i>Community surveys</i>



ACHIEVEMENT CHALLENGES

Analysis of data that looked at trends and patterns, from all schools clearly identified a need in Writing. We have used 2017 overall teacher judgement achievement data as our baseline data for Years 1-8 and 2018 end of year overall teacher judgements for Year 10 Writing. This is the first stage of scanning for our Spiral of Inquiry and will be used for determining our next steps in addressing the achievement challenge. We will use current baseline data as a start point to drill down and identify particular needs to inform our spiral inquiries.

1. ACHIEVEMENT CHALLENGE 1: WRITING : Years 1- 10

Writing	Focus
<p>Year 1-8:</p> <p>In 2018, 57.9 % (613/ 1057) of our students were “At or Above” curriculum expectation in Writing for Years 1-8.</p> <p>We will lift this to 80%, (845/1057), a 22.1 % shift by the end of 2021. This will mean shifting 232 additional students from “Below and Well Below” to “At or above”.</p> <p>We will achieve a 7.4 % shift annually.</p>	<p>Within our overall goal of shifting 232 additional students there are 3 sub-goals that are a collective focus:</p> <p>Māori: We aim to lift the achievement of all our Māori students in Writing from 50.1% (133/265) to 80% (212/265), a 29.9% shift by the end of 2021. This is a shift of 79 more Māori students (which is part of our target of 232 students overall).</p> <p>Pacific students: We aim to lift the achievement of Pasifika students in Writing from 60.4% (467 /773) to 80% (618/773), a 19.6 % shift by the end of 2021. This is a shift of 151 more Pasifika students (which is part of our target of 239 students overall).</p> <p>Boys: We aim to lift the achievement of boys in Writing from 51.3% (279/543) to 80% (434/543), a 28.7% shift by the end of 2021. This is a shift of 155 more boys (which is part of our target of 232 students overall).</p>
<p>Year 10 Achievement -End Year 10</p> <p>In 2018, 78% (134/169) of our students were “At or Above” curriculum expectation in Writing at the end of year 10. We will lift this to 85 % (144/169), a 7 % shift by the end of 2021. This will mean shifting additional students from “Below” to “At or above” We will achieve a 2.5 % shift annually.</p>	

WRITING Year 1 - 8

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
613/1057	57.8%	689/1057	65.2%	76	767	72.6%	78	845/926	80%	78

Writing - Year 10

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
134/169	78%	136/169	80.5%	2	140/169	83.0	4	144/169	85	4

ACHIEVEMENT CHALLENGE 2: MATHEMATICS - Years 1-8

<u>Mathematics</u>	<u>Focus</u>
<p>Year 1-8:</p> <p>In 2018, 57.5.% (598/1040) of our students were “At or Above” curriculum expectation in Mathematics for Years 1-8.</p> <p>We will lift this to 80% (832/1040), a 22.5 % shift by the end of 2021. This will mean shifting 234 additional students from “Below and Well Below” to “At or above”.</p> <p>We will achieve a 7.5 % shift annually.</p>	<p>Within our overall goal of shifting 234 additional students there are 3 sub goals that are a collective focus:</p> <p>Māori: We aim to lift the achievement of all our Māori students in Mathematics from 49.8% (132 /265) to 80% (212/265), a 30.2% shift by the end of 2021. This is a shift of 80 more Māori students (which is part of our target of 234 students overall).</p> <p>Pacific students: We aim to lift the achievement of Pasifika students in Mathematics from 59.7% (455/762) to 80% (610/762), a 20.3% shift by the end of 2021. This is a shift of 154 more Pasifika students (which is part of our target of 234 students overall).</p> <p>Boys: We aim to lift the achievement of boys in Mathematics from 51.8% (277 /534) to 80% (427 /534), a 28.2 % shift by the end of 2021.</p> <p>This is a shift of 150 more boys (which is part of our target of 234 students overall).</p>

MATHEMATICS Years 1 - 8

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
598/1040	57.5%	676/1040	65%	78	754/1040	72.5%	88	832/1040	80%	78

ACHIEVEMENT CHALLENGE 3 : LITERACY ACROSS NCEA LEVELS 2 and 3 - Increasing numbers of Students with UE Literacy credits

Literacy across levels -NCEA Levels 2 and 3

In 2017, 84% (131/156) of our students achieved UE Literacy NCEA Level 2 credits. We will lift this to 91.5% (143/156), a 7.5% shift by the end of 2021. This will mean shifting 12 additional students from Not Achieved to Achieved.

We will achieve a 2.5 % shift annually.

In 2017, 83.5% (101/121) of our students achieved UE Literacy NCEA Level 3 credits. We will lift this to 91% (110/121), a 7.5 % shift by the end of 2021. This will mean shifting 9 additional students from Not Achieved to Achieved. We will achieve a 2.5 % shift annually.

Current State NCEA Level 2		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
131/156	84.0%	135/156	86.5%	2.5	139/156	89.0%	2.5	143/156	91.5%	2.5
Current State NCEA Level 3		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
101/121	83.5%	104/121	86%	2.5	107/121	88.5	2.5	110/121	91%	2.5

LEARNING SUPPORT

Our Kāhui Ako Schools, Kura, Early Learning Services (ECE) services and Ngā Kōhanga Reo working together with specialists, iwi and providers to identify what the needs of the community make decisions about the best use of local resources, and address needs earlier. Our Kāhui Ako schools will partner with students/family/whānau and agency professionals to foster learning, equity and to ensure an inclusive approach. At times, students may be prioritised by schools and the wider Kāhui Ako for additional support for learning and hauora, and we recognise that some students may require intensive or ongoing support from learning support agencies.

A key focus for the Kāhui Ako is to ensure that all students have equal opportunities and equity to learn as set out in the Universal Design Learning Framework on the MOE inclusive education website. Key aspects of learning support within our Kāhui Ako :

- Strengthen inclusion for all learners in our Kāhui Ako
- Utilise and coordinate how learning support (previously called special education) is delivered across our Kāhui Ako
- One plan that provides joined up and tailored support to meet a student’s individual needs.
- Constructive and purposeful sharing of student information is essential and will be carried out with a duty of care, and so they can plan for needs across the community.
- Ensuring that students and whanau are supported by school and learning support agencies if and when transitioning to new schools with regards to previous interventions. This is in an effort to ensure purposeful sharing of support and interventions to enable students to continue their learning journey when moving from school to school.
- Decision-making through collaboration among schools, family/ whānau and associated agencies as equal partners and involving students to the greatest extent possible.
- Connecting with wider social services in the local and broader community.
- Helping families/whānau understand the ways additional support can be requested and delivered, and supporting families when learning support is requested.
- Develop an understanding of the new [Learning support delivery model: 6 elements](#)

COLLABORATIVE INQUIRY APPROACH

“Collaborative inquiry holds the potential to transform learning, leading and teaching”. - Jenni Donohoo

Schools in our Kāhui Ako are currently using versions of Inquiry that differ. Through the creation of our local curriculum the opportunity will be there to develop our own collaborative inquiry approach based on existing inquiry models. Recent findings from John Hattie’s Visible Learning Research 2017, indicate that building collaborative teacher efficacy has the biggest/newest effect size in improving student outcomes. According to Katz, Dack and Earl 2009 “collaborative inquiry” involves two components - collaboration (working together) and inquiry (a search for deep understanding).”

Using an inquiry approach, such as the spiral of inquiry in its various forms, teachers can explore the impact they are having on student learning. Through collaborative inquiry, teachers integrate new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice.

Through discussion between Senior Leaders in Term 1, 2019 we know that Helen Timperley’s Spiral of Inquiry is one that all school leaders are familiar with.



MONITORING AND EVALUATION

Monitoring and evaluating the impact of any changes made is crucial to enhance educational outcomes for all students. Through robust analysing of information collected we will be able to ask and answer.

- What has happened as a result of our improvement actions?
- What evidence do we have of our impact?
- Is this good enough?
- Do we need to adjust what we are doing?
- What are we learning here?
- Where to next?

A wide range of methods and tools will be utilised or developed to measure the progress of the Kāhui Ako in working towards or successfully attaining set targets and engaging all learners in our community.

This model will include:

- Analysis of student achievement data from the beginning and at the end of the year - with supporting commentary that evaluates results in relation to the set targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
- A review of the roles of parents, whānau, student and teacher voice being an integral facet in the delivery of the plan.

Some tools and measures the Kāhui Ako will utilise includes:

Early Learning Services 0-5 years	<ul style="list-style-type: none"> ● Learning stories ● Digital Portfolios ● Attendance ● Community/whānau survey results ● ERO indicators Effective Practice
<u>Years 1- 13</u>	<ul style="list-style-type: none"> ● Assessment data gathered using these tools; E-AsTTle/GLOSS ● Working Together Milestone reporting Mid and End of Year ● Other school assessments ● Learner attendance/lateness data ● Behaviour data e.g. stand down/suspension/exclusion ● Learner work samples ● Collection of learner voice ● Learner Agency and Well-Being survey NZCER

- | | |
|--|--|
| | <ul style="list-style-type: none"> ● Community/whānau survey results ● ERO Indicators Effective Practice ● National assessment results NCEA ● Career Education Benchmarks ● Vocational Pathway data |
|--|--|

Te Puke ō Taramainuku Learning Development:

Evaluation for continuous improvement will strengthen our thriving community.

Our Kāhui Ako will assess progress as a community regularly using the Ministry of Education's [Development maps](#): Guide to understanding the progress of a Community of Learning/Kāhui Ako (2017).

REPORTING

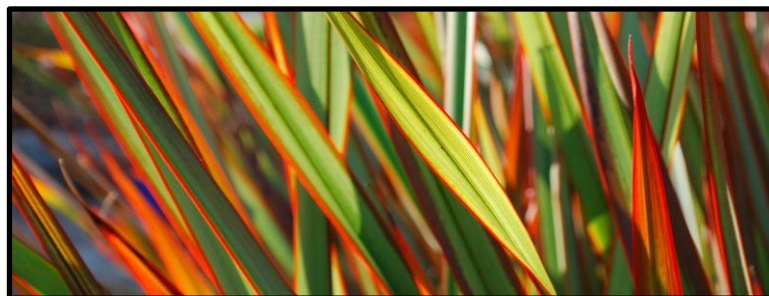
Reporting to the Community and Boards of Trustees of the Kāhui Ako. The Kāhui Ako leader and the leadership group will coordinate the preparation of reports for Boards of Trustees to be supplied three times a year.

These reports will cover:

- *Achievement challenges and priorities.*
- *Key aspects of implementation of the plan in regard to the achievement challenges.*
- *Charters: Each school's Charter for 2020 will reflect the key drivers and achievement challenges of the Kāhui ako and these will be reported on in its Analysis of Variance.*
- *Analysis of student achievement data from the beginning and the end of year with supporting commentary that evaluates results in relation to set targets.*
- *Analysis of evidence of any changes in pedagogy, school practice or culture that impacts the proposed outcomes of the plan.*
- *Impact stories through qualitative and quantitative evidence.*
- *Commentary on any issues that may arise in relation to any and all facets that concern the plan or those influenced by the plan.*

Whakatauki

"E hara taku toa i te toa takitahi, engari he toa takimano, takitini"
Success is not the work of one, but the work of many.



APPENDIX

1. Working Together Overview/Structure for Working Together Learning Partnership/Working Together Implementation



2. Well Being Models Sir Mason Durie's Whare Tapawha and Karl Endemann's Fonofale



3. Learner Agency (iv)



Working Together (Learning Partnership in Action)

Working Together is a home-school learning partnership that seeks to accelerate learning progress and achievement for Flat Bush School students in their first 40 weeks at school. It seeks to foster the active engagement of whānau in learning partnerships.

Whānau work with a coordinator to develop the knowledge necessary for them to support the development of core skills in their children. They are provided with tools to support learning with their children.

Working Together at Flat Bush School has been adapted from the Mutukaroa project which is underpinned by the findings of the Best Evidence Synthesis [*The Complexity of Community and Family Influences in Children's Achievement in New Zealand*](#) .

Originally developed at Sylvia Park School, the Mutukaroa approach is designed to foster the development of fully engaged whānau who understand assessment.

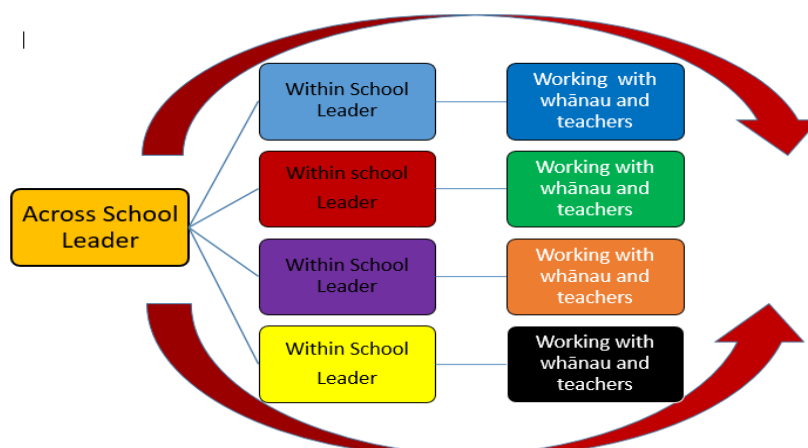
Key components (How Working Together works) [Working Together](#)

Learners are assessed on school entry at 5 years old then again at 5 ½ years, 6 with the intention of tracking progress during their time at school. At each stage of the assessment process the coordinator reviews the data, discusses any issues with the teacher, and agrees the next steps in the child's learning journey.

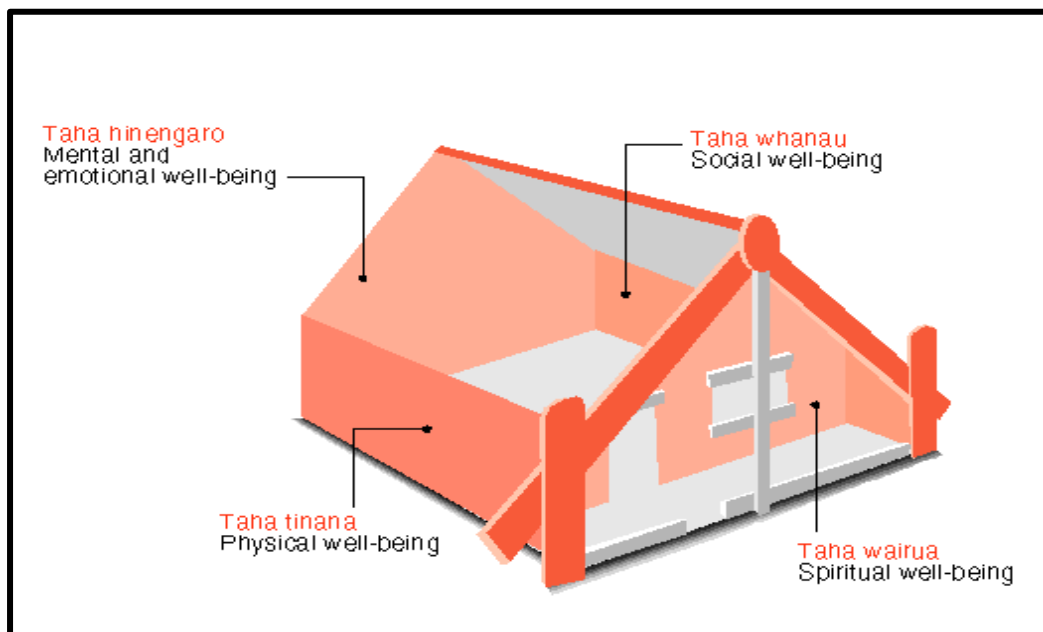
Next steps complement and support what teachers are doing in the classroom. Whānau are invited to a 45 minute – 1 hour meeting with the coordinator to discuss the assessment data and learning targets. The coordinator utilises a learning framework and tool set to offer whānau structured and specific advice about how to support their child's learning.

Structure for Learning Partnership

We will appoint an Across School Leader to drive this initiative. Their role will include leading the team of Within School Leaders who will drive WT in their centres/schools. Support via Coaching and Mentoring for our ASL/WSL will be provided by our expert partner Dr Jan Robertson



Sir Mason Durie's Whare Tapawha



Each of the 4 concepts are applicable to student physical and psychological states which feed into their overall well-being.

- **Taha Wairua/spiritual well-being**

Supporting our learners to explore their relationship and understanding with their environments the people they interact with and their own culture and heritage (tu pono)

- **Taha hinengaro/mental and emotional well being**

Actively encouraging our learners to share their thoughts, feelings and behaviour with their teachers and peers (whanaungatanga)

Communication through emotions is important and more meaningful than the exchange of words and is valued just as much.

- **Taha tinana / physical well being**

Promoting a healthy and physical active lifestyle for all learners and their whānau. Recognising and responding to the appropriate tikanga.

- **Taha whānau**

Working with our learner's whānau as a united support system providing care, not only physically but also culturally and emotionally (kotahitanga)



The Fonofale model was created by Fuimaono Karl Pulotu-Endemann as a Pacific Island model of health for use in the Aotearoa New Zealand context. Although originally designed for Pacific people, this model can be applied across cultures, as it can help us to understand and support people in a holistic, safe and effective manner.

- The roof of the fale represents culture
- Between the roof and the foundation are four pou (posts). Each pou represents a different dimension of well-being. These dimensions are physical, spiritual, mental and other
- The **foundation** of the fale represents family

Around the outside is a **cocoon** where the dimensions have direct or indirect influence on each other, These dimensions are **time**, **environment** and **context**.

Physical: This dimension relates to biological or physical well-being. It is the relationship of the body which includes anatomy and physiology as well as physical or organic and inorganic substances such as food, water, air and medications that can have either positive or negative impacts on the physical well-being.

Spiritual: This dimension relates to the sense of well-being which stems from a belief system that includes either Christianity or traditional spirituality relating to nature, spirits, language, beliefs, ancestors and history, or a combination of both.

Family: The foundation of the Fonofale represents the family which is the foundation for all Pacific Island cultures. The family can be a nuclear family as well as an extended family which forms the fundamental basis of Pacific Island social organisation.

Mental: This dimension relates to the well-being or the health of the mind which involves thinking and emotions as well as the behaviours expressed.

Other: This dimension relates to variables that can directly or indirectly affect health such as, but not limited to, gender, sexual orientation, age, social class, employment and educational status. As our learners are predominantly Māori and Pasifika it is important that we develop a collective awareness across our Kāhui Ako of both approaches to student well-being. This will necessitate Professional Learning and Development for all members of our learning community and also provide us with another opportunity to engage with colleagues from the Health sector.

LEARNER AGENCY

Process Target	<u>Learner Agency</u>
<p>What does this mean? Shared description</p>	<p>Belief: Every school has the capacity to ensure that all learners feel good and function well. A key element within this is the way in which learners see teachers valuing them as individuals.</p> <p style="text-align: center;">Learner agency, <i>‘all students will be agentic learners’</i></p> <p>Agency is having the power or capacity to act and make choices. In a learner-centred environment, learners have agency over their learning and classroom systems serve the needs and interests of the learner.</p> <p>Agency involves the initiative or self-regulation of the learner.</p> <p>Evidence from the Best Evidence Synthesis programme indicates that learners are increasingly engaged and motivated when their teachers value them as individuals.</p> <p><u>Tapasā</u> states that educational success is achieved when teachers;</p> <ul style="list-style-type: none"> - <i>recognise and build on what Pasifika learners, their parents, families and communities already understand value and what they know (p.3)</i> <p>Whanau engagement being positive at home and positive towards schooling. Learner and Whānau celebrating successes at school.</p>
<p>Rationale</p>	<p>How will this benefit our learners and whānau?</p> <p>We want all learners in our Kāhui Ako to be a driver and designer of their learning, and in this shift of ownership taking steps to becoming a lifelong learner.</p> <p>We have chosen learner agency because we want to develop the culture of ako across our schools. When learners move from being passive recipients to being much more active in the learning process and more actively involved in the decisions about the learning, then they have greater agency.</p>
<p>What does research say?</p>	<p>American researchers Colegrave and Adair’s (2014) insight into Deficit Thinking outlined that when given the opportunity to use their own agency, learners from marginalised communities achievement accelerated beyond expected outcomes.</p> <p>(Hawk, Cowley, Hill and Sutherland, 2001) outlined that when a positive relationship exists between teacher and learner, the learner is more motivated and engaged.</p> <p>http://educationgroup.co.nz/wp-content/uploads/2016/04/The-importance-of-the-teacher-student-relationship.pdf</p> <p>The 2015 Education Review publication on Accelerating Student Achievement shared that high expectations for Māori is one of the key factors in achieving success. In our Kāhui Ako we abide by Russell Bishop’s principle that ‘what is good for Māori is good for all’.</p> <p>https://www.ero.govt.nz/assets/Uploads/Accelerating-student-achievement-synthesis.pdf</p> <p>Learners in our Kāhui Ako who have strong agency will have a greater ability to navigate the width and breadth of our curriculum and take advantage of all opportunities afforded to</p>

	<p>them. As Derek Wenmoth outlines Learner Agency students are more involved in the learning process and actively in decisions based within their learning.</p> <p>High expectations - student voice and staff voice, research should be known to staff, professional development around culturally responsive pedagogy, developing student agency, ensure quality opportunities for learning</p>
<p>Goal / Targets</p>	<ul style="list-style-type: none"> ● Self-management/independent/responsible for their own learning/inquirers/critical thinkers ● Teachers providing students with learning experiences that involve setting goals, have meaningful contexts (culturally appropriate) ● In order for our learners to be agentic our teachers will need to become ‘agentic’ thinkers/locus of control moving ● Learners encouraged to be critical thinkers/challengers ● Learner surveys: student focus groups/teacher voice/community voice ● What does this look like? Shifts and moves in pedagogy for teacher ● Collaborative Inquiry model adapted by all schools in our Te Puke ō Taramainuku pathway LCDT ● Shared Language of Learning
<p>Actions</p>	<ul style="list-style-type: none"> ● In 2019 survey all Year 6,8 and 10 learners ● In 2020 survey all Year 5, 7, 9 learners ● In 2021 survey all learners from Years 5-12
<p>Monitoring and Evaluating Evidence of impact of our actions</p>	<ul style="list-style-type: none"> ● Survey results <p>Other Learner Agency links:</p> <p>Learners in the driving seat</p> <p>Learner agency spotlight</p> <p>http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Learner-agency2</p> <p>https://core-ed.org/research-and-innovation/ten-trends/2017/learner-agency/CORE Ten trends 2019</p>

